



101ST GENERAL ASSEMBLY

State of Illinois

2019 and 2020

HB4491

Introduced 2/4/2020, by Rep. Jonathan Carroll

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.66b	
105 ILCS 5/10-19	from Ch. 122, par. 10-19
105 ILCS 5/13B-45	
105 ILCS 5/18-8.15	
105 ILCS 5/24-1	from Ch. 122, par. 24-1

Amends the School Code. Provides that, in annually preparing a calendar for the school term, a school board may provide a minimum term of 880 instructional clock hours instead of the required term of at least 185 days to insure 176 days of actual pupil attendance. Makes conforming changes.

LRB101 09357 AXK 54453 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Sections
5 2-3.66b, 10-19, 13B-45, 18-8.15, and 24-1 as follows:

6 (105 ILCS 5/2-3.66b)

7 Sec. 2-3.66b. IHOPE Program.

8 (a) There is established the Illinois Hope and Opportunity
9 Pathways through Education (IHOPE) Program. The State Board of
10 Education shall implement and administer the IHOPE Program. The
11 goal of the IHOPE Program is to develop a comprehensive system
12 in this State to re-enroll significant numbers of high school
13 dropouts in programs that will enable them to earn their high
14 school diploma.

15 (b) The IHOPE Program shall award grants, subject to
16 appropriation for this purpose, to educational service regions
17 and a school district organized under Article 34 of this Code
18 from appropriated funds to assist in establishing
19 instructional programs and other services designed to
20 re-enroll high school dropouts. From any funds appropriated for
21 the IHOPE Program, the State Board of Education may use up to
22 5% for administrative costs, including the performance of a
23 program evaluation and the hiring of staff to implement and

1 administer the program.

2 The IHOPE Program shall provide incentive grant funds for
3 regional offices of education and a school district organized
4 under Article 34 of this Code to develop partnerships with
5 school districts, public community colleges, and community
6 groups to build comprehensive plans to re-enroll high school
7 dropouts in their regions or districts.

8 Programs funded through the IHOPE Program shall allow high
9 school dropouts, up to and including age 21 notwithstanding
10 Section 26-2 of this Code, to re-enroll in an educational
11 program in conformance with rules adopted by the State Board of
12 Education. Programs may include without limitation
13 comprehensive year-round programming, evening school, summer
14 school, community college courses, adult education, vocational
15 training, work experience, programs to enhance self-concept,
16 and parenting courses. Any student in the IHOPE Program who
17 wishes to earn a high school diploma must meet the
18 prerequisites to receiving a high school diploma specified in
19 Section 27-22 of this Code and any other graduation
20 requirements of the student's district of residence. Any
21 student who successfully completes the requirements for his or
22 her graduation shall receive a diploma identifying the student
23 as graduating from his or her district of residence.

24 (c) In order to be eligible for funding under the IHOPE
25 Program, an interested regional office of education or a school
26 district organized under Article 34 of this Code shall develop

1 an IHOPE Plan to be approved by the State Board of Education.
2 The State Board of Education shall develop rules for the IHOPE
3 Program that shall set forth the requirements for the
4 development of the IHOPE Plan. Each Plan shall involve school
5 districts, public community colleges, and key community
6 programs that work with high school dropouts located in an
7 educational service region or the City of Chicago before the
8 Plan is sent to the State Board for approval. No funds may be
9 distributed to a regional office of education or a school
10 district organized under Article 34 of this Code until the
11 State Board has approved the Plan.

12 (d) A regional office of education or a school district
13 organized under Article 34 of this Code may operate its own
14 program funded by the IHOPE Program or enter into a contract
15 with other not-for-profit entities, including school
16 districts, public community colleges, and not-for-profit
17 community-based organizations, to operate a program.

18 A regional office of education or a school district
19 organized under Article 34 of this Code that receives an IHOPE
20 grant from the State Board of Education may provide funds under
21 a sub-grant, as specified in the IHOPE Plan, to other
22 not-for-profit entities to provide services according to the
23 IHOPE Plan that was developed. These other entities may include
24 school districts, public community colleges, or not-for-profit
25 community-based organizations or a cooperative partnership
26 among these entities.

1 (e) In order to distribute funding based upon the need to
2 ensure delivery of programs that will have the greatest impact,
3 IHOPE Program funding must be distributed based upon the
4 proportion of dropouts in the educational service region or
5 school district, in the case of a school district organized
6 under Article 34 of this Code, to the total number of dropouts
7 in this State. This formula shall employ the dropout data
8 provided by school districts to the State Board of Education.

9 A regional office of education or a school district
10 organized under Article 34 of this Code may claim State aid
11 under Section ~~18-8.05~~ or 18-8.15 of this Code for students
12 enrolled in a program funded by the IHOPE Program, provided
13 that the State Board of Education has approved the IHOPE Plan
14 and that these students are receiving services that are meeting
15 the requirements of Section 27-22 of this Code for receipt of a
16 high school diploma and are otherwise eligible to be claimed
17 for ~~general State aid under Section 18-8.05 of this Code or~~
18 evidence-based funding under Section 18-8.15 of this Code,
19 including provisions related to the minimum number of days of
20 pupil attendance or minimum number of instructional clock hours
21 pursuant to Section 10-19 of this Code and the minimum number
22 of daily hours of school work and any exceptions thereto as
23 defined by the State Board of Education in rules.

24 (f) IHOPE categories of programming may include the
25 following:

26 (1) Full-time programs that are comprehensive,

1 year-round programs.

2 (2) Part-time programs combining work and study
3 scheduled at various times that are flexible to the needs
4 of students.

5 (3) Online programs and courses in which students take
6 courses and complete on-site, supervised tests that
7 measure the student's mastery of a specific course needed
8 for graduation. Students may take courses online and earn
9 credit or students may prepare to take supervised tests for
10 specific courses for credit leading to receipt of a high
11 school diploma.

12 (4) Dual enrollment in which students attend high
13 school classes in combination with community college
14 classes or students attend community college classes while
15 simultaneously earning high school credit and eventually a
16 high school diploma.

17 (g) In order to have successful comprehensive programs
18 re-enrolling and graduating low-skilled high school dropouts,
19 programs funded through the IHOPE Program shall include all of
20 the following components:

21 (1) Small programs (70 to 100 students) at a separate
22 school site with a distinct identity. Programs may be
23 larger with specific need and justification, keeping in
24 mind that it is crucial to keep programs small to be
25 effective.

26 (2) Specific performance-based goals and outcomes and

1 measures of enrollment, attendance, skills, credits,
2 graduation, and the transition to college, training, and
3 employment.

4 (3) Strong, experienced leadership and teaching staff
5 who are provided with ongoing professional development.

6 (4) Voluntary enrollment.

7 (5) High standards for student learning, integrating
8 work experience, and education, including during the
9 school year and after school, and summer school programs
10 that link internships, work, and learning.

11 (6) Comprehensive programs providing extensive support
12 services.

13 (7) Small teams of students supported by full-time paid
14 mentors who work to retain and help those students
15 graduate.

16 (8) A comprehensive technology learning center with
17 Internet access and broad-based curriculum focusing on
18 academic and career subject areas.

19 (9) Learning opportunities that incorporate action
20 into study.

21 (h) Programs funded through the IHOPE Program must report
22 data to the State Board of Education as requested. This
23 information shall include, but is not limited to, student
24 enrollment figures, attendance information, course completion
25 data, graduation information, and post-graduation information,
26 as available.

1 (i) Rules must be developed by the State Board of Education
2 to set forth the fund distribution process to regional offices
3 of education and a school district organized under Article 34
4 of this Code, the planning and the conditions upon which an
5 IHOPE Plan would be approved by State Board, and other rules to
6 develop the IHOPE Program.

7 (Source: P.A. 100-465, eff. 8-31-17.)

8 (105 ILCS 5/10-19) (from Ch. 122, par. 10-19)

9 Sec. 10-19. Length of school term - experimental programs.
10 Each school board shall annually prepare a calendar for the
11 school term, specifying the opening and closing dates and
12 providing a minimum term of at least 185 days to insure 176
13 days of actual pupil attendance or a minimum term of 880
14 instructional clock hours, computable under Section ~~18-8.05 or~~
15 ~~18-8.15, except that for the 1980-1981 school year only 175~~
16 ~~days of actual pupil attendance shall be required because of~~
17 ~~the closing of schools pursuant to Section 24-2 on January 29,~~
18 ~~1981 upon the appointment by the President of that day as a day~~
19 ~~of thanksgiving for the freedom of the Americans who had been~~
20 ~~held hostage in Iran.~~ Any days allowed by law for teachers'
21 institutes but not used as such or used as parental institutes
22 as provided in Section 10-22.18d shall increase the minimum
23 term by the school days not so used. Except as provided in
24 Section 10-19.1, the board may not extend the school term
25 beyond such closing date unless that extension of term is

1 necessary to provide the minimum number of computable days. In
2 case of such necessary extension school employees shall be paid
3 for such additional time on the basis of their regular
4 contracts. A school board may specify a closing date earlier
5 than that set on the annual calendar when the schools of the
6 district have provided the minimum number of computable days
7 under this Section. Nothing in this Section prevents the board
8 from employing superintendents of schools, principals and
9 other nonteaching personnel for a period of 12 months, or in
10 the case of superintendents for a period in accordance with
11 Section 10-23.8, or prevents the board from employing other
12 personnel before or after the regular school term with payment
13 of salary proportionate to that received for comparable work
14 during the school term.

15 A school board may make such changes in its calendar for
16 the school term as may be required by any changes in the legal
17 school holidays prescribed in Section 24-2. A school board may
18 make changes in its calendar for the school term as may be
19 necessary to reflect the utilization of teachers' institute
20 days as parental institute days as provided in Section
21 10-22.18d.

22 The calendar for the school term and any changes must be
23 submitted to and approved by the regional superintendent of
24 schools before the calendar or changes may take effect.

25 With the prior approval of the State Board of Education and
26 subject to review by the State Board of Education every 3

1 years, any school board may, by resolution of its board and in
2 agreement with affected exclusive collective bargaining
3 agents, establish experimental educational programs, including
4 but not limited to programs for e-learning days as authorized
5 under Section 10-20.56 of this Code, self-directed learning, or
6 outside of formal class periods, which programs when so
7 approved shall be considered to comply with the requirements of
8 this Section as respects numbers of days of actual pupil
9 attendance and with the other requirements of this Act as
10 respects courses of instruction.

11 (Source: P.A. 99-194, eff. 7-30-15; 100-465, eff. 8-31-17.)

12 (105 ILCS 5/13B-45)

13 Sec. 13B-45. Days and hours of attendance. An alternative
14 learning opportunities program shall provide students with at
15 least the minimum number of days of pupil attendance or minimum
16 number of instructional clock hours required under Section
17 10-19 of this Code ~~and the minimum number of daily hours of~~
18 ~~school work required under Section 18 8.05 or 18 8.15 of this~~
19 ~~Code~~, provided that the State Board may approve exceptions to
20 these requirements if the program meets all of the following
21 conditions:

22 (1) The district plan submitted under Section
23 13B-25.15 of this Code establishes that a program providing
24 the required minimum number of days of attendance or daily
25 hours of school work would not serve the needs of the

1 program's students.

2 (2) Each day of attendance shall provide no fewer than
3 3 clock hours of school work, ~~as defined under paragraph~~
4 ~~(1) of subsection (F) of Section 18-8.05 of this Code.~~

5 (3) Each day of attendance that provides fewer than 5
6 clock hours of school work shall also provide supplementary
7 services, including without limitation work-based
8 learning, student assistance programs, counseling, case
9 management, health and fitness programs, or life-skills or
10 conflict resolution training, in order to provide a total
11 daily program to the student of 5 clock hours. A program
12 may claim general State aid or evidence-based funding for
13 up to 2 hours of the time each day that a student is
14 receiving supplementary services.

15 (4) Each program shall provide no fewer than 174 days
16 of actual pupil attendance or no fewer than 880
17 instructional clock hours during the school term; however,
18 approved evening programs that meet the requirements of
19 Section 13B-45 of this Code may offer less than 174 days of
20 actual pupil attendance or less than 880 instructional
21 clock hours during the school term.

22 (Source: P.A. 100-465, eff. 8-31-17.)

23 (105 ILCS 5/18-8.15)

24 Sec. 18-8.15. Evidence-based funding for student success
25 for the 2017-2018 and subsequent school years.

1 (a) General provisions.

2 (1) The purpose of this Section is to ensure that, by
3 June 30, 2027 and beyond, this State has a kindergarten
4 through grade 12 public education system with the capacity
5 to ensure the educational development of all persons to the
6 limits of their capacities in accordance with Section 1 of
7 Article X of the Constitution of the State of Illinois. To
8 accomplish that objective, this Section creates a method of
9 funding public education that is evidence-based; is
10 sufficient to ensure every student receives a meaningful
11 opportunity to learn irrespective of race, ethnicity,
12 sexual orientation, gender, or community-income level; and
13 is sustainable and predictable. When fully funded under
14 this Section, every school shall have the resources, based
15 on what the evidence indicates is needed, to:

16 (A) provide all students with a high quality
17 education that offers the academic, enrichment, social
18 and emotional support, technical, and career-focused
19 programs that will allow them to become competitive
20 workers, responsible parents, productive citizens of
21 this State, and active members of our national
22 democracy;

23 (B) ensure all students receive the education they
24 need to graduate from high school with the skills
25 required to pursue post-secondary education and
26 training for a rewarding career;

1 (C) reduce, with a goal of eliminating, the
2 achievement gap between at-risk and non-at-risk
3 students by raising the performance of at-risk
4 students and not by reducing standards; and

5 (D) ensure this State satisfies its obligation to
6 assume the primary responsibility to fund public
7 education and simultaneously relieve the
8 disproportionate burden placed on local property taxes
9 to fund schools.

10 (2) The evidence-based funding formula under this
11 Section shall be applied to all Organizational Units in
12 this State. The evidence-based funding formula outlined in
13 this Act is based on the formula outlined in Senate Bill 1
14 of the 100th General Assembly, as passed by both
15 legislative chambers. As further defined and described in
16 this Section, there are 4 major components of the
17 evidence-based funding model:

18 (A) First, the model calculates a unique adequacy
19 target for each Organizational Unit in this State that
20 considers the costs to implement research-based
21 activities, the unit's student demographics, and
22 regional wage difference.

23 (B) Second, the model calculates each
24 Organizational Unit's local capacity, or the amount
25 each Organizational Unit is assumed to contribute
26 towards its adequacy target from local resources.

1 (C) Third, the model calculates how much funding
2 the State currently contributes to the Organizational
3 Unit, and adds that to the unit's local capacity to
4 determine the unit's overall current adequacy of
5 funding.

6 (D) Finally, the model's distribution method
7 allocates new State funding to those Organizational
8 Units that are least well-funded, considering both
9 local capacity and State funding, in relation to their
10 adequacy target.

11 (3) An Organizational Unit receiving any funding under
12 this Section may apply those funds to any fund so received
13 for which that Organizational Unit is authorized to make
14 expenditures by law.

15 (4) As used in this Section, the following terms shall
16 have the meanings ascribed in this paragraph (4):

17 "Adequacy Target" is defined in paragraph (1) of
18 subsection (b) of this Section.

19 "Adjusted EAV" is defined in paragraph (4) of
20 subsection (d) of this Section.

21 "Adjusted Local Capacity Target" is defined in
22 paragraph (3) of subsection (c) of this Section.

23 "Adjusted Operating Tax Rate" means a tax rate for all
24 Organizational Units, for which the State Superintendent
25 shall calculate and subtract for the Operating Tax Rate a
26 transportation rate based on total expenses for

1 transportation services under this Code, as reported on the
2 most recent Annual Financial Report in Pupil
3 Transportation Services, function 2550 in both the
4 Education and Transportation funds and functions 4110 and
5 4120 in the Transportation fund, less any corresponding
6 fiscal year State of Illinois scheduled payments excluding
7 net adjustments for prior years for regular, vocational, or
8 special education transportation reimbursement pursuant to
9 Section 29-5 or subsection (b) of Section 14-13.01 of this
10 Code divided by the Adjusted EAV. If an Organizational
11 Unit's corresponding fiscal year State of Illinois
12 scheduled payments excluding net adjustments for prior
13 years for regular, vocational, or special education
14 transportation reimbursement pursuant to Section 29-5 or
15 subsection (b) of Section 14-13.01 of this Code exceed the
16 total transportation expenses, as defined in this
17 paragraph, no transportation rate shall be subtracted from
18 the Operating Tax Rate.

19 "Allocation Rate" is defined in paragraph (3) of
20 subsection (g) of this Section.

21 "Alternative School" means a public school that is
22 created and operated by a regional superintendent of
23 schools and approved by the State Board.

24 "Applicable Tax Rate" is defined in paragraph (1) of
25 subsection (d) of this Section.

26 "Assessment" means any of those benchmark, progress

1 monitoring, formative, diagnostic, and other assessments,
2 in addition to the State accountability assessment, that
3 assist teachers' needs in understanding the skills and
4 meeting the needs of the students they serve.

5 "Assistant principal" means a school administrator
6 duly endorsed to be employed as an assistant principal in
7 this State.

8 "At-risk student" means a student who is at risk of not
9 meeting the Illinois Learning Standards or not graduating
10 from elementary or high school and who demonstrates a need
11 for vocational support or social services beyond that
12 provided by the regular school program. All students
13 included in an Organizational Unit's Low-Income Count, as
14 well as all English learner and disabled students attending
15 the Organizational Unit, shall be considered at-risk
16 students under this Section.

17 "Average Student Enrollment" or "ASE" for fiscal year
18 2018 means, for an Organizational Unit, the greater of the
19 average number of students (grades K through 12) reported
20 to the State Board as enrolled in the Organizational Unit
21 on October 1 in the immediately preceding school year, plus
22 the pre-kindergarten students who receive special
23 education services of 2 or more hours a day as reported to
24 the State Board on December 1 in the immediately preceding
25 school year, or the average number of students (grades K
26 through 12) reported to the State Board as enrolled in the

1 Organizational Unit on October 1, plus the
2 pre-kindergarten students who receive special education
3 services of 2 or more hours a day as reported to the State
4 Board on December 1, for each of the immediately preceding
5 3 school years. For fiscal year 2019 and each subsequent
6 fiscal year, "Average Student Enrollment" or "ASE" means,
7 for an Organizational Unit, the greater of the average
8 number of students (grades K through 12) reported to the
9 State Board as enrolled in the Organizational Unit on
10 October 1 and March 1 in the immediately preceding school
11 year, plus the pre-kindergarten students who receive
12 special education services as reported to the State Board
13 on October 1 and March 1 in the immediately preceding
14 school year, or the average number of students (grades K
15 through 12) reported to the State Board as enrolled in the
16 Organizational Unit on October 1 and March 1, plus the
17 pre-kindergarten students who receive special education
18 services as reported to the State Board on October 1 and
19 March 1, for each of the immediately preceding 3 school
20 years. For the purposes of this definition, "enrolled in
21 the Organizational Unit" means the number of students
22 reported to the State Board who are enrolled in schools
23 within the Organizational Unit that the student attends or
24 would attend if not placed or transferred to another school
25 or program to receive needed services. For the purposes of
26 calculating "ASE", all students, grades K through 12,

1 excluding those attending kindergarten for a half day,
2 shall be counted as 1.0. All students attending
3 kindergarten for a half day shall be counted as 0.5, unless
4 in 2017 by June 15 or by March 1 in subsequent years, the
5 school district reports to the State Board of Education the
6 intent to implement full-day kindergarten district-wide
7 for all students, then all students attending kindergarten
8 shall be counted as 1.0. Special education
9 pre-kindergarten students shall be counted as 0.5 each. If
10 the State Board does not collect or has not collected both
11 an October 1 and March 1 enrollment count by grade or a
12 December 1 collection of special education
13 pre-kindergarten students as of the effective date of this
14 amendatory Act of the 100th General Assembly, it shall
15 establish such collection for all future years. For any
16 year where a count by grade level was collected only once,
17 that count shall be used as the single count available for
18 computing a 3-year average ASE. School districts shall
19 submit the data for the ASE calculation to the State Board
20 within 45 days of the dates required in this Section for
21 submission of enrollment data in order for it to be
22 included in the ASE calculation. For fiscal year 2018 only,
23 the ASE calculation shall include only enrollment taken on
24 October 1.

25 "Base Funding Guarantee" is defined in paragraph (10)
26 of subsection (g) of this Section.

1 "Base Funding Minimum" is defined in subsection (e) of
2 this Section.

3 "Base Tax Year" means the property tax levy year used
4 to calculate the Budget Year allocation of primary State
5 aid.

6 "Base Tax Year's Extension" means the product of the
7 equalized assessed valuation utilized by the county clerk
8 in the Base Tax Year multiplied by the limiting rate as
9 calculated by the county clerk and defined in PTELL.

10 "Bilingual Education Allocation" means the amount of
11 an Organizational Unit's final Adequacy Target
12 attributable to bilingual education divided by the
13 Organizational Unit's final Adequacy Target, the product
14 of which shall be multiplied by the amount of new funding
15 received pursuant to this Section. An Organizational
16 Unit's final Adequacy Target attributable to bilingual
17 education shall include all additional investments in
18 English learner students' adequacy elements.

19 "Budget Year" means the school year for which primary
20 State aid is calculated and awarded under this Section.

21 "Central office" means individual administrators and
22 support service personnel charged with managing the
23 instructional programs, business and operations, and
24 security of the Organizational Unit.

25 "Comparable Wage Index" or "CWI" means a regional cost
26 differentiation metric that measures systemic, regional

1 variations in the salaries of college graduates who are not
2 educators. The CWI utilized for this Section shall, for the
3 first 3 years of Evidence-Based Funding implementation, be
4 the CWI initially developed by the National Center for
5 Education Statistics, as most recently updated by Texas A &
6 M University. In the fourth and subsequent years of
7 Evidence-Based Funding implementation, the State
8 Superintendent shall re-determine the CWI using a similar
9 methodology to that identified in the Texas A & M
10 University study, with adjustments made no less frequently
11 than once every 5 years.

12 "Computer technology and equipment" means computers
13 servers, notebooks, network equipment, copiers, printers,
14 instructional software, security software, curriculum
15 management courseware, and other similar materials and
16 equipment.

17 "Computer technology and equipment investment
18 allocation" means the final Adequacy Target amount of an
19 Organizational Unit assigned to Tier 1 or Tier 2 in the
20 prior school year attributable to the additional \$285.50
21 per student computer technology and equipment investment
22 grant divided by the Organizational Unit's final Adequacy
23 Target, the result of which shall be multiplied by the
24 amount of new funding received pursuant to this Section. An
25 Organizational Unit assigned to a Tier 1 or Tier 2 final
26 Adequacy Target attributable to the received computer

1 technology and equipment investment grant shall include
2 all additional investments in computer technology and
3 equipment adequacy elements.

4 "Core subject" means mathematics; science; reading,
5 English, writing, and language arts; history and social
6 studies; world languages; and subjects taught as Advanced
7 Placement in high schools.

8 "Core teacher" means a regular classroom teacher in
9 elementary schools and teachers of a core subject in middle
10 and high schools.

11 "Core Intervention teacher (tutor)" means a licensed
12 teacher providing one-on-one or small group tutoring to
13 students struggling to meet proficiency in core subjects.

14 "CPPRT" means corporate personal property replacement
15 tax funds paid to an Organizational Unit during the
16 calendar year one year before the calendar year in which a
17 school year begins, pursuant to "An Act in relation to the
18 abolition of ad valorem personal property tax and the
19 replacement of revenues lost thereby, and amending and
20 repealing certain Acts and parts of Acts in connection
21 therewith", certified August 14, 1979, as amended (Public
22 Act 81-1st S.S.-1).

23 "EAV" means equalized assessed valuation as defined in
24 paragraph (2) of subsection (d) of this Section and
25 calculated in accordance with paragraph (3) of subsection
26 (d) of this Section.

1 "ECI" means the Bureau of Labor Statistics' national
2 employment cost index for civilian workers in educational
3 services in elementary and secondary schools on a
4 cumulative basis for the 12-month calendar year preceding
5 the fiscal year of the Evidence-Based Funding calculation.

6 "EIS Data" means the employment information system
7 data maintained by the State Board on educators within
8 Organizational Units.

9 "Employee benefits" means health, dental, and vision
10 insurance offered to employees of an Organizational Unit,
11 the costs associated with statutorily required payment of
12 the normal cost of the Organizational Unit's teacher
13 pensions, Social Security employer contributions, and
14 Illinois Municipal Retirement Fund employer contributions.

15 "English learner" or "EL" means a child included in the
16 definition of "English learners" under Section 14C-2 of
17 this Code participating in a program of transitional
18 bilingual education or a transitional program of
19 instruction meeting the requirements and program
20 application procedures of Article 14C of this Code. For the
21 purposes of collecting the number of EL students enrolled,
22 the same collection and calculation methodology as defined
23 above for "ASE" shall apply to English learners, with the
24 exception that EL student enrollment shall include
25 students in grades pre-kindergarten through 12.

26 "Essential Elements" means those elements, resources,

1 and educational programs that have been identified through
2 academic research as necessary to improve student success,
3 improve academic performance, close achievement gaps, and
4 provide for other per student costs related to the delivery
5 and leadership of the Organizational Unit, as well as the
6 maintenance and operations of the unit, and which are
7 specified in paragraph (2) of subsection (b) of this
8 Section.

9 "Evidence-Based Funding" means State funding provided
10 to an Organizational Unit pursuant to this Section.

11 "Extended day" means academic and enrichment programs
12 provided to students outside the regular school day before
13 and after school or during non-instructional times during
14 the school day.

15 "Extension Limitation Ratio" means a numerical ratio
16 in which the numerator is the Base Tax Year's Extension and
17 the denominator is the Preceding Tax Year's Extension.

18 "Final Percent of Adequacy" is defined in paragraph (4)
19 of subsection (f) of this Section.

20 "Final Resources" is defined in paragraph (3) of
21 subsection (f) of this Section.

22 "Full-time equivalent" or "FTE" means the full-time
23 equivalency compensation for staffing the relevant
24 position at an Organizational Unit.

25 "Funding Gap" is defined in paragraph (1) of subsection
26 (g).

1 "Guidance counselor" means a licensed guidance
2 counselor who provides guidance and counseling support for
3 students within an Organizational Unit.

4 "Hybrid District" means a partial elementary unit
5 district created pursuant to Article 11E of this Code.

6 "Instructional assistant" means a core or special
7 education, non-licensed employee who assists a teacher in
8 the classroom and provides academic support to students.

9 "Instructional facilitator" means a qualified teacher
10 or licensed teacher leader who facilitates and coaches
11 continuous improvement in classroom instruction; provides
12 instructional support to teachers in the elements of
13 research-based instruction or demonstrates the alignment
14 of instruction with curriculum standards and assessment
15 tools; develops or coordinates instructional programs or
16 strategies; develops and implements training; chooses
17 standards-based instructional materials; provides teachers
18 with an understanding of current research; serves as a
19 mentor, site coach, curriculum specialist, or lead
20 teacher; or otherwise works with fellow teachers, in
21 collaboration, to use data to improve instructional
22 practice or develop model lessons.

23 "Instructional materials" means relevant instructional
24 materials for student instruction, including, but not
25 limited to, textbooks, consumable workbooks, laboratory
26 equipment, library books, and other similar materials.

1 "Laboratory School" means a public school that is
2 created and operated by a public university and approved by
3 the State Board.

4 "Librarian" means a teacher with an endorsement as a
5 library information specialist or another individual whose
6 primary responsibility is overseeing library resources
7 within an Organizational Unit.

8 "Limiting rate for Hybrid Districts" means the
9 combined elementary school and high school limited rates.

10 "Local Capacity" is defined in paragraph (1) of
11 subsection (c) of this Section.

12 "Local Capacity Percentage" is defined in subparagraph
13 (A) of paragraph (2) of subsection (c) of this Section.

14 "Local Capacity Ratio" is defined in subparagraph (B)
15 of paragraph (2) of subsection (c) of this Section.

16 "Local Capacity Target" is defined in paragraph (2) of
17 subsection (c) of this Section.

18 "Low-Income Count" means, for an Organizational Unit
19 in a fiscal year, the higher of the average number of
20 students for the prior school year or the immediately
21 preceding 3 school years who, as of July 1 of the
22 immediately preceding fiscal year (as determined by the
23 Department of Human Services), are eligible for at least
24 one of the following low income programs: Medicaid, the
25 Children's Health Insurance Program, TANF, or the
26 Supplemental Nutrition Assistance Program, excluding

1 pupils who are eligible for services provided by the
2 Department of Children and Family Services. Until such time
3 that grade level low-income populations become available,
4 grade level low-income populations shall be determined by
5 applying the low-income percentage to total student
6 enrollments by grade level. The low-income percentage is
7 determined by dividing the Low-Income Count by the Average
8 Student Enrollment.

9 "Maintenance and operations" means custodial services,
10 facility and ground maintenance, facility operations,
11 facility security, routine facility repairs, and other
12 similar services and functions.

13 "Minimum Funding Level" is defined in paragraph (9) of
14 subsection (g) of this Section.

15 "New Property Tax Relief Pool Funds" means, for any
16 given fiscal year, all State funds appropriated under
17 Section 2-3.170 of the School Code.

18 "New State Funds" means, for a given school year, all
19 State funds appropriated for Evidence-Based Funding in
20 excess of the amount needed to fund the Base Funding
21 Minimum for all Organizational Units in that school year.

22 "Net State Contribution Target" means, for a given
23 school year, the amount of State funds that would be
24 necessary to fully meet the Adequacy Target of an
25 Operational Unit minus the Preliminary Resources available
26 to each unit.

1 "Nurse" means an individual licensed as a certified
2 school nurse, in accordance with the rules established for
3 nursing services by the State Board, who is an employee of
4 and is available to provide health care-related services
5 for students of an Organizational Unit.

6 "Operating Tax Rate" means the rate utilized in the
7 previous year to extend property taxes for all purposes,
8 except, Bond and Interest, Summer School, Rent, Capital
9 Improvement, and Vocational Education Building purposes.
10 For Hybrid Districts, the Operating Tax Rate shall be the
11 combined elementary and high school rates utilized in the
12 previous year to extend property taxes for all purposes,
13 except, Bond and Interest, Summer School, Rent, Capital
14 Improvement, and Vocational Education Building purposes.

15 "Organizational Unit" means a Laboratory School or any
16 public school district that is recognized as such by the
17 State Board and that contains elementary schools typically
18 serving kindergarten through 5th grades, middle schools
19 typically serving 6th through 8th grades, or high schools
20 typically serving 9th through 12th grades. The General
21 Assembly acknowledges that the actual grade levels served
22 by a particular Organizational Unit may vary slightly from
23 what is typical.

24 "Organizational Unit CWI" is determined by calculating
25 the CWI in the region and original county in which an
26 Organizational Unit's primary administrative office is

1 located as set forth in this paragraph, provided that if
2 the Organizational Unit CWI as calculated in accordance
3 with this paragraph is less than 0.9, the Organizational
4 Unit CWI shall be increased to 0.9. Each county's current
5 CWI value shall be adjusted based on the CWI value of that
6 county's neighboring Illinois counties, to create a
7 "weighted adjusted index value". This shall be calculated
8 by summing the CWI values of all of a county's adjacent
9 Illinois counties and dividing by the number of adjacent
10 Illinois counties, then taking the weighted value of the
11 original county's CWI value and the adjacent Illinois
12 county average. To calculate this weighted value, if the
13 number of adjacent Illinois counties is greater than 2, the
14 original county's CWI value will be weighted at 0.25 and
15 the adjacent Illinois county average will be weighted at
16 0.75. If the number of adjacent Illinois counties is 2, the
17 original county's CWI value will be weighted at 0.33 and
18 the adjacent Illinois county average will be weighted at
19 0.66. The greater of the county's current CWI value and its
20 weighted adjusted index value shall be used as the
21 Organizational Unit CWI.

22 "Preceding Tax Year" means the property tax levy year
23 immediately preceding the Base Tax Year.

24 "Preceding Tax Year's Extension" means the product of
25 the equalized assessed valuation utilized by the county
26 clerk in the Preceding Tax Year multiplied by the Operating

1 Tax Rate.

2 "Preliminary Percent of Adequacy" is defined in
3 paragraph (2) of subsection (f) of this Section.

4 "Preliminary Resources" is defined in paragraph (2) of
5 subsection (f) of this Section.

6 "Principal" means a school administrator duly endorsed
7 to be employed as a principal in this State.

8 "Professional development" means training programs for
9 licensed staff in schools, including, but not limited to,
10 programs that assist in implementing new curriculum
11 programs, provide data focused or academic assessment data
12 training to help staff identify a student's weaknesses and
13 strengths, target interventions, improve instruction,
14 encompass instructional strategies for English learner,
15 gifted, or at-risk students, address inclusivity, cultural
16 sensitivity, or implicit bias, or otherwise provide
17 professional support for licensed staff.

18 "Prototypical" means 450 special education
19 pre-kindergarten and kindergarten through grade 5 students
20 for an elementary school, 450 grade 6 through 8 students
21 for a middle school, and 600 grade 9 through 12 students
22 for a high school.

23 "PTELL" means the Property Tax Extension Limitation
24 Law.

25 "PTELL EAV" is defined in paragraph (4) of subsection
26 (d) of this Section.

1 "Pupil support staff" means a nurse, psychologist,
2 social worker, family liaison personnel, or other staff
3 member who provides support to at-risk or struggling
4 students.

5 "Real Receipts" is defined in paragraph (1) of
6 subsection (d) of this Section.

7 "Regionalization Factor" means, for a particular
8 Organizational Unit, the figure derived by dividing the
9 Organizational Unit CWI by the Statewide Weighted CWI.

10 "School site staff" means the primary school secretary
11 and any additional clerical personnel assigned to a school.

12 "Special education" means special educational
13 facilities and services, as defined in Section 14-1.08 of
14 this Code.

15 "Special Education Allocation" means the amount of an
16 Organizational Unit's final Adequacy Target attributable
17 to special education divided by the Organizational Unit's
18 final Adequacy Target, the product of which shall be
19 multiplied by the amount of new funding received pursuant
20 to this Section. An Organizational Unit's final Adequacy
21 Target attributable to special education shall include all
22 special education investment adequacy elements.

23 "Specialist teacher" means a teacher who provides
24 instruction in subject areas not included in core subjects,
25 including, but not limited to, art, music, physical
26 education, health, driver education, career-technical

1 education, and such other subject areas as may be mandated
2 by State law or provided by an Organizational Unit.

3 "Specially Funded Unit" means an Alternative School,
4 safe school, Department of Juvenile Justice school,
5 special education cooperative or entity recognized by the
6 State Board as a special education cooperative,
7 State-approved charter school, or alternative learning
8 opportunities program that received direct funding from
9 the State Board during the 2016-2017 school year through
10 any of the funding sources included within the calculation
11 of the Base Funding Minimum or Glenwood Academy.

12 "Supplemental Grant Funding" means supplemental
13 general State aid funding received by an Organization Unit
14 during the 2016-2017 school year pursuant to subsection (H)
15 of Section 18-8.05 of this Code (now repealed).

16 "State Adequacy Level" is the sum of the Adequacy
17 Targets of all Organizational Units.

18 "State Board" means the State Board of Education.

19 "State Superintendent" means the State Superintendent
20 of Education.

21 "Statewide Weighted CWI" means a figure determined by
22 multiplying each Organizational Unit CWI times the ASE for
23 that Organizational Unit creating a weighted value,
24 summing all Organizational Unit's weighted values, and
25 dividing by the total ASE of all Organizational Units,
26 thereby creating an average weighted index.

1 "Student activities" means non-credit producing
2 after-school programs, including, but not limited to,
3 clubs, bands, sports, and other activities authorized by
4 the school board of the Organizational Unit.

5 "Substitute teacher" means an individual teacher or
6 teaching assistant who is employed by an Organizational
7 Unit and is temporarily serving the Organizational Unit on
8 a per diem or per period-assignment basis replacing another
9 staff member.

10 "Summer school" means academic and enrichment programs
11 provided to students during the summer months outside of
12 the regular school year.

13 "Supervisory aide" means a non-licensed staff member
14 who helps in supervising students of an Organizational
15 Unit, but does so outside of the classroom, in situations
16 such as, but not limited to, monitoring hallways and
17 playgrounds, supervising lunchrooms, or supervising
18 students when being transported in buses serving the
19 Organizational Unit.

20 "Target Ratio" is defined in paragraph (4) of
21 subsection (g).

22 "Tier 1", "Tier 2", "Tier 3", and "Tier 4" are defined
23 in paragraph (3) of subsection (g).

24 "Tier 1 Aggregate Funding", "Tier 2 Aggregate
25 Funding", "Tier 3 Aggregate Funding", and "Tier 4 Aggregate
26 Funding" are defined in paragraph (1) of subsection (g).

1 (b) Adequacy Target calculation.

2 (1) Each Organizational Unit's Adequacy Target is the
3 sum of the Organizational Unit's cost of providing
4 Essential Elements, as calculated in accordance with this
5 subsection (b), with the salary amounts in the Essential
6 Elements multiplied by a Regionalization Factor calculated
7 pursuant to paragraph (3) of this subsection (b).

8 (2) The Essential Elements are attributable on a pro
9 rata basis related to defined subgroups of the ASE of each
10 Organizational Unit as specified in this paragraph (2),
11 with investments and FTE positions pro rata funded based on
12 ASE counts in excess or less than the thresholds set forth
13 in this paragraph (2). The method for calculating
14 attributable pro rata costs and the defined subgroups
15 thereto are as follows:

16 (A) Core class size investments. Each
17 Organizational Unit shall receive the funding required
18 to support that number of FTE core teacher positions as
19 is needed to keep the respective class sizes of the
20 Organizational Unit to the following maximum numbers:

21 (i) For grades kindergarten through 3, the
22 Organizational Unit shall receive funding required
23 to support one FTE core teacher position for every
24 15 Low-Income Count students in those grades and
25 one FTE core teacher position for every 20
26 non-Low-Income Count students in those grades.

1 (ii) For grades 4 through 12, the
2 Organizational Unit shall receive funding required
3 to support one FTE core teacher position for every
4 20 Low-Income Count students in those grades and
5 one FTE core teacher position for every 25
6 non-Low-Income Count students in those grades.

7 The number of non-Low-Income Count students in a
8 grade shall be determined by subtracting the
9 Low-Income students in that grade from the ASE of the
10 Organizational Unit for that grade.

11 (B) Specialist teacher investments. Each
12 Organizational Unit shall receive the funding needed
13 to cover that number of FTE specialist teacher
14 positions that correspond to the following
15 percentages:

16 (i) if the Organizational Unit operates an
17 elementary or middle school, then 20.00% of the
18 number of the Organizational Unit's core teachers,
19 as determined under subparagraph (A) of this
20 paragraph (2); and

21 (ii) if such Organizational Unit operates a
22 high school, then 33.33% of the number of the
23 Organizational Unit's core teachers.

24 (C) Instructional facilitator investments. Each
25 Organizational Unit shall receive the funding needed
26 to cover one FTE instructional facilitator position

1 for every 200 combined ASE of pre-kindergarten
2 children with disabilities and all kindergarten
3 through grade 12 students of the Organizational Unit.

4 (D) Core intervention teacher (tutor) investments.
5 Each Organizational Unit shall receive the funding
6 needed to cover one FTE teacher position for each
7 prototypical elementary, middle, and high school.

8 (E) Substitute teacher investments. Each
9 Organizational Unit shall receive the funding needed
10 to cover substitute teacher costs that is equal to
11 5.70% of the minimum pupil attendance days or
12 instructional clock hours required under Section 10-19
13 of this Code for all full-time equivalent core,
14 specialist, and intervention teachers, school nurses,
15 special education teachers and instructional
16 assistants, instructional facilitators, and summer
17 school and extended-day teacher positions, as
18 determined under this paragraph (2), at a salary rate
19 of 33.33% of the average salary for grade K through 12
20 teachers and 33.33% of the average salary of each
21 instructional assistant position.

22 (F) Core guidance counselor investments. Each
23 Organizational Unit shall receive the funding needed
24 to cover one FTE guidance counselor for each 450
25 combined ASE of pre-kindergarten children with
26 disabilities and all kindergarten through grade 5

1 students, plus one FTE guidance counselor for each 250
2 grades 6 through 8 ASE middle school students, plus one
3 FTE guidance counselor for each 250 grades 9 through 12
4 ASE high school students.

5 (G) Nurse investments. Each Organizational Unit
6 shall receive the funding needed to cover one FTE nurse
7 for each 750 combined ASE of pre-kindergarten children
8 with disabilities and all kindergarten through grade
9 12 students across all grade levels it serves.

10 (H) Supervisory aide investments. Each
11 Organizational Unit shall receive the funding needed
12 to cover one FTE for each 225 combined ASE of
13 pre-kindergarten children with disabilities and all
14 kindergarten through grade 5 students, plus one FTE for
15 each 225 ASE middle school students, plus one FTE for
16 each 200 ASE high school students.

17 (I) Librarian investments. Each Organizational
18 Unit shall receive the funding needed to cover one FTE
19 librarian for each prototypical elementary school,
20 middle school, and high school and one FTE aide or
21 media technician for every 300 combined ASE of
22 pre-kindergarten children with disabilities and all
23 kindergarten through grade 12 students.

24 (J) Principal investments. Each Organizational
25 Unit shall receive the funding needed to cover one FTE
26 principal position for each prototypical elementary

1 school, plus one FTE principal position for each
2 prototypical middle school, plus one FTE principal
3 position for each prototypical high school.

4 (K) Assistant principal investments. Each
5 Organizational Unit shall receive the funding needed
6 to cover one FTE assistant principal position for each
7 prototypical elementary school, plus one FTE assistant
8 principal position for each prototypical middle
9 school, plus one FTE assistant principal position for
10 each prototypical high school.

11 (L) School site staff investments. Each
12 Organizational Unit shall receive the funding needed
13 for one FTE position for each 225 ASE of
14 pre-kindergarten children with disabilities and all
15 kindergarten through grade 5 students, plus one FTE
16 position for each 225 ASE middle school students, plus
17 one FTE position for each 200 ASE high school students.

18 (M) Gifted investments. Each Organizational Unit
19 shall receive \$40 per kindergarten through grade 12
20 ASE.

21 (N) Professional development investments. Each
22 Organizational Unit shall receive \$125 per student of
23 the combined ASE of pre-kindergarten children with
24 disabilities and all kindergarten through grade 12
25 students for trainers and other professional
26 development-related expenses for supplies and

1 materials.

2 (O) Instructional material investments. Each
3 Organizational Unit shall receive \$190 per student of
4 the combined ASE of pre-kindergarten children with
5 disabilities and all kindergarten through grade 12
6 students to cover instructional material costs.

7 (P) Assessment investments. Each Organizational
8 Unit shall receive \$25 per student of the combined ASE
9 of pre-kindergarten children with disabilities and all
10 kindergarten through grade 12 students student to
11 cover assessment costs.

12 (Q) Computer technology and equipment investments.
13 Each Organizational Unit shall receive \$285.50 per
14 student of the combined ASE of pre-kindergarten
15 children with disabilities and all kindergarten
16 through grade 12 students to cover computer technology
17 and equipment costs. For the 2018-2019 school year and
18 subsequent school years, Organizational Units assigned
19 to Tier 1 and Tier 2 in the prior school year shall
20 receive an additional \$285.50 per student of the
21 combined ASE of pre-kindergarten children with
22 disabilities and all kindergarten through grade 12
23 students to cover computer technology and equipment
24 costs in the Organization Unit's Adequacy Target. The
25 State Board may establish additional requirements for
26 Organizational Unit expenditures of funds received

1 pursuant to this subparagraph (Q), including a
2 requirement that funds received pursuant to this
3 subparagraph (Q) may be used only for serving the
4 technology needs of the district. It is the intent of
5 this amendatory Act of the 100th General Assembly that
6 all Tier 1 and Tier 2 districts receive the addition to
7 their Adequacy Target in the following year, subject to
8 compliance with the requirements of the State Board.

9 (R) Student activities investments. Each
10 Organizational Unit shall receive the following
11 funding amounts to cover student activities: \$100 per
12 kindergarten through grade 5 ASE student in elementary
13 school, plus \$200 per ASE student in middle school,
14 plus \$675 per ASE student in high school.

15 (S) Maintenance and operations investments. Each
16 Organizational Unit shall receive \$1,038 per student
17 of the combined ASE of pre-kindergarten children with
18 disabilities and all kindergarten through grade 12 for
19 day-to-day maintenance and operations expenditures,
20 including salary, supplies, and materials, as well as
21 purchased services, but excluding employee benefits.
22 The proportion of salary for the application of a
23 Regionalization Factor and the calculation of benefits
24 is equal to \$352.92.

25 (T) Central office investments. Each
26 Organizational Unit shall receive \$742 per student of

1 the combined ASE of pre-kindergarten children with
2 disabilities and all kindergarten through grade 12
3 students to cover central office operations, including
4 administrators and classified personnel charged with
5 managing the instructional programs, business and
6 operations of the school district, and security
7 personnel. The proportion of salary for the
8 application of a Regionalization Factor and the
9 calculation of benefits is equal to \$368.48.

10 (U) Employee benefit investments. Each
11 Organizational Unit shall receive 30% of the total of
12 all salary-calculated elements of the Adequacy Target,
13 excluding substitute teachers and student activities
14 investments, to cover benefit costs. For central
15 office and maintenance and operations investments, the
16 benefit calculation shall be based upon the salary
17 proportion of each investment. If at any time the
18 responsibility for funding the employer normal cost of
19 teacher pensions is assigned to school districts, then
20 that amount certified by the Teachers' Retirement
21 System of the State of Illinois to be paid by the
22 Organizational Unit for the preceding school year
23 shall be added to the benefit investment. For any
24 fiscal year in which a school district organized under
25 Article 34 of this Code is responsible for paying the
26 employer normal cost of teacher pensions, then that

1 amount of its employer normal cost plus the amount for
2 retiree health insurance as certified by the Public
3 School Teachers' Pension and Retirement Fund of
4 Chicago to be paid by the school district for the
5 preceding school year that is statutorily required to
6 cover employer normal costs and the amount for retiree
7 health insurance shall be added to the 30% specified in
8 this subparagraph (U). The Teachers' Retirement System
9 of the State of Illinois and the Public School
10 Teachers' Pension and Retirement Fund of Chicago shall
11 submit such information as the State Superintendent
12 may require for the calculations set forth in this
13 subparagraph (U).

14 (V) Additional investments in low-income students.
15 In addition to and not in lieu of all other funding
16 under this paragraph (2), each Organizational Unit
17 shall receive funding based on the average teacher
18 salary for grades K through 12 to cover the costs of:

19 (i) one FTE intervention teacher (tutor)
20 position for every 125 Low-Income Count students;

21 (ii) one FTE pupil support staff position for
22 every 125 Low-Income Count students;

23 (iii) one FTE extended day teacher position
24 for every 120 Low-Income Count students; and

25 (iv) one FTE summer school teacher position
26 for every 120 Low-Income Count students.

1 (W) Additional investments in English learner
2 students. In addition to and not in lieu of all other
3 funding under this paragraph (2), each Organizational
4 Unit shall receive funding based on the average teacher
5 salary for grades K through 12 to cover the costs of:

6 (i) one FTE intervention teacher (tutor)
7 position for every 125 English learner students;

8 (ii) one FTE pupil support staff position for
9 every 125 English learner students;

10 (iii) one FTE extended day teacher position
11 for every 120 English learner students;

12 (iv) one FTE summer school teacher position
13 for every 120 English learner students; and

14 (v) one FTE core teacher position for every 100
15 English learner students.

16 (X) Special education investments. Each
17 Organizational Unit shall receive funding based on the
18 average teacher salary for grades K through 12 to cover
19 special education as follows:

20 (i) one FTE teacher position for every 141
21 combined ASE of pre-kindergarten children with
22 disabilities and all kindergarten through grade 12
23 students;

24 (ii) one FTE instructional assistant for every
25 141 combined ASE of pre-kindergarten children with
26 disabilities and all kindergarten through grade 12

1 students; and

2 (iii) one FTE psychologist position for every
3 1,000 combined ASE of pre-kindergarten children
4 with disabilities and all kindergarten through
5 grade 12 students.

6 (3) For calculating the salaries included within the
7 Essential Elements, the State Superintendent shall
8 annually calculate average salaries to the nearest dollar
9 using the employment information system data maintained by
10 the State Board, limited to public schools only and
11 excluding special education and vocational cooperatives,
12 schools operated by the Department of Juvenile Justice, and
13 charter schools, for the following positions:

14 (A) Teacher for grades K through 8.

15 (B) Teacher for grades 9 through 12.

16 (C) Teacher for grades K through 12.

17 (D) Guidance counselor for grades K through 8.

18 (E) Guidance counselor for grades 9 through 12.

19 (F) Guidance counselor for grades K through 12.

20 (G) Social worker.

21 (H) Psychologist.

22 (I) Librarian.

23 (J) Nurse.

24 (K) Principal.

25 (L) Assistant principal.

26 For the purposes of this paragraph (3), "teacher"

1 includes core teachers, specialist and elective teachers,
2 instructional facilitators, tutors, special education
3 teachers, pupil support staff teachers, English learner
4 teachers, extended-day teachers, and summer school
5 teachers. Where specific grade data is not required for the
6 Essential Elements, the average salary for corresponding
7 positions shall apply. For substitute teachers, the
8 average teacher salary for grades K through 12 shall apply.

9 For calculating the salaries included within the
10 Essential Elements for positions not included within EIS
11 Data, the following salaries shall be used in the first
12 year of implementation of Evidence-Based Funding:

13 (i) school site staff, \$30,000; and

14 (ii) non-instructional assistant, instructional
15 assistant, library aide, library media tech, or
16 supervisory aide: \$25,000.

17 In the second and subsequent years of implementation of
18 Evidence-Based Funding, the amounts in items (i) and (ii)
19 of this paragraph (3) shall annually increase by the ECI.

20 The salary amounts for the Essential Elements
21 determined pursuant to subparagraphs (A) through (L), (S)
22 and (T), and (V) through (X) of paragraph (2) of subsection
23 (b) of this Section shall be multiplied by a
24 Regionalization Factor.

25 (c) Local capacity calculation.

26 (1) Each Organizational Unit's Local Capacity

1 represents an amount of funding it is assumed to contribute
2 toward its Adequacy Target for purposes of the
3 Evidence-Based Funding formula calculation. "Local
4 Capacity" means either (i) the Organizational Unit's Local
5 Capacity Target as calculated in accordance with paragraph
6 (2) of this subsection (c) if its Real Receipts are equal
7 to or less than its Local Capacity Target or (ii) the
8 Organizational Unit's Adjusted Local Capacity, as
9 calculated in accordance with paragraph (3) of this
10 subsection (c) if Real Receipts are more than its Local
11 Capacity Target.

12 (2) "Local Capacity Target" means, for an
13 Organizational Unit, that dollar amount that is obtained by
14 multiplying its Adequacy Target by its Local Capacity
15 Ratio.

16 (A) An Organizational Unit's Local Capacity
17 Percentage is the conversion of the Organizational
18 Unit's Local Capacity Ratio, as such ratio is
19 determined in accordance with subparagraph (B) of this
20 paragraph (2), into a cumulative distribution
21 resulting in a percentile ranking to determine each
22 Organizational Unit's relative position to all other
23 Organizational Units in this State. The calculation of
24 Local Capacity Percentage is described in subparagraph
25 (C) of this paragraph (2).

26 (B) An Organizational Unit's Local Capacity Ratio

1 in a given year is the percentage obtained by dividing
2 its Adjusted EAV or PTELL EAV, whichever is less, by
3 its Adequacy Target, with the resulting ratio further
4 adjusted as follows:

5 (i) for Organizational Units serving grades
6 kindergarten through 12 and Hybrid Districts, no
7 further adjustments shall be made;

8 (ii) for Organizational Units serving grades
9 kindergarten through 8, the ratio shall be
10 multiplied by 9/13;

11 (iii) for Organizational Units serving grades
12 9 through 12, the Local Capacity Ratio shall be
13 multiplied by 4/13; and

14 (iv) for an Organizational Unit with a
15 different grade configuration than those specified
16 in items (i) through (iii) of this subparagraph
17 (B), the State Superintendent shall determine a
18 comparable adjustment based on the grades served.

19 (C) The Local Capacity Percentage is equal to the
20 percentile ranking of the district. Local Capacity
21 Percentage converts each Organizational Unit's Local
22 Capacity Ratio to a cumulative distribution resulting
23 in a percentile ranking to determine each
24 Organizational Unit's relative position to all other
25 Organizational Units in this State. The Local Capacity
26 Percentage cumulative distribution resulting in a

1 percentile ranking for each Organizational Unit shall
2 be calculated using the standard normal distribution
3 of the score in relation to the weighted mean and
4 weighted standard deviation and Local Capacity Ratios
5 of all Organizational Units. If the value assigned to
6 any Organizational Unit is in excess of 90%, the value
7 shall be adjusted to 90%. For Laboratory Schools, the
8 Local Capacity Percentage shall be set at 10% in
9 recognition of the absence of EAV and resources from
10 the public university that are allocated to the
11 Laboratory School. The weighted mean for the Local
12 Capacity Percentage shall be determined by multiplying
13 each Organizational Unit's Local Capacity Ratio times
14 the ASE for the unit creating a weighted value, summing
15 the weighted values of all Organizational Units, and
16 dividing by the total ASE of all Organizational Units.
17 The weighted standard deviation shall be determined by
18 taking the square root of the weighted variance of all
19 Organizational Units' Local Capacity Ratio, where the
20 variance is calculated by squaring the difference
21 between each unit's Local Capacity Ratio and the
22 weighted mean, then multiplying the variance for each
23 unit times the ASE for the unit to create a weighted
24 variance for each unit, then summing all units'
25 weighted variance and dividing by the total ASE of all
26 units.

1 (D) For any Organizational Unit, the
2 Organizational Unit's Adjusted Local Capacity Target
3 shall be reduced by either (i) the school board's
4 remaining contribution pursuant to paragraph (ii) of
5 subsection (b-4) of Section 16-158 of the Illinois
6 Pension Code in a given year, or (ii) the board of
7 education's remaining contribution pursuant to
8 paragraph (iv) of subsection (b) of Section 17-129 of
9 the Illinois Pension Code absent the employer normal
10 cost portion of the required contribution and amount
11 allowed pursuant to subdivision (3) of Section
12 17-142.1 of the Illinois Pension Code in a given year.
13 In the preceding sentence, item (i) shall be certified
14 to the State Board of Education by the Teachers'
15 Retirement System of the State of Illinois and item
16 (ii) shall be certified to the State Board of Education
17 by the Public School Teachers' Pension and Retirement
18 Fund of the City of Chicago.

19 (3) If an Organizational Unit's Real Receipts are more
20 than its Local Capacity Target, then its Local Capacity
21 shall equal an Adjusted Local Capacity Target as calculated
22 in accordance with this paragraph (3). The Adjusted Local
23 Capacity Target is calculated as the sum of the
24 Organizational Unit's Local Capacity Target and its Real
25 Receipts Adjustment. The Real Receipts Adjustment equals
26 the Organizational Unit's Real Receipts less its Local

1 Capacity Target, with the resulting figure multiplied by
2 the Local Capacity Percentage.

3 As used in this paragraph (3), "Real Percent of
4 Adequacy" means the sum of an Organizational Unit's Real
5 Receipts, CPPRT, and Base Funding Minimum, with the
6 resulting figure divided by the Organizational Unit's
7 Adequacy Target.

8 (d) Calculation of Real Receipts, EAV, and Adjusted EAV for
9 purposes of the Local Capacity calculation.

10 (1) An Organizational Unit's Real Receipts are the
11 product of its Applicable Tax Rate and its Adjusted EAV. An
12 Organizational Unit's Applicable Tax Rate is its Adjusted
13 Operating Tax Rate for property within the Organizational
14 Unit.

15 (2) The State Superintendent shall calculate the
16 Equalized Assessed Valuation, or EAV, of all taxable
17 property of each Organizational Unit as of September 30 of
18 the previous year in accordance with paragraph (3) of this
19 subsection (d). The State Superintendent shall then
20 determine the Adjusted EAV of each Organizational Unit in
21 accordance with paragraph (4) of this subsection (d), which
22 Adjusted EAV figure shall be used for the purposes of
23 calculating Local Capacity.

24 (3) To calculate Real Receipts and EAV, the Department
25 of Revenue shall supply to the State Superintendent the
26 value as equalized or assessed by the Department of Revenue

1 of all taxable property of every Organizational Unit,
2 together with (i) the applicable tax rate used in extending
3 taxes for the funds of the Organizational Unit as of
4 September 30 of the previous year and (ii) the limiting
5 rate for all Organizational Units subject to property tax
6 extension limitations as imposed under PTELL.

7 (A) The Department of Revenue shall add to the
8 equalized assessed value of all taxable property of
9 each Organizational Unit situated entirely or
10 partially within a county that is or was subject to the
11 provisions of Section 15-176 or 15-177 of the Property
12 Tax Code (i) an amount equal to the total amount by
13 which the homestead exemption allowed under Section
14 15-176 or 15-177 of the Property Tax Code for real
15 property situated in that Organizational Unit exceeds
16 the total amount that would have been allowed in that
17 Organizational Unit if the maximum reduction under
18 Section 15-176 was (I) \$4,500 in Cook County or \$3,500
19 in all other counties in tax year 2003 or (II) \$5,000
20 in all counties in tax year 2004 and thereafter and
21 (ii) an amount equal to the aggregate amount for the
22 taxable year of all additional exemptions under
23 Section 15-175 of the Property Tax Code for owners with
24 a household income of \$30,000 or less. The county clerk
25 of any county that is or was subject to the provisions
26 of Section 15-176 or 15-177 of the Property Tax Code

1 shall annually calculate and certify to the Department
2 of Revenue for each Organizational Unit all homestead
3 exemption amounts under Section 15-176 or 15-177 of the
4 Property Tax Code and all amounts of additional
5 exemptions under Section 15-175 of the Property Tax
6 Code for owners with a household income of \$30,000 or
7 less. It is the intent of this subparagraph (A) that if
8 the general homestead exemption for a parcel of
9 property is determined under Section 15-176 or 15-177
10 of the Property Tax Code rather than Section 15-175,
11 then the calculation of EAV shall not be affected by
12 the difference, if any, between the amount of the
13 general homestead exemption allowed for that parcel of
14 property under Section 15-176 or 15-177 of the Property
15 Tax Code and the amount that would have been allowed
16 had the general homestead exemption for that parcel of
17 property been determined under Section 15-175 of the
18 Property Tax Code. It is further the intent of this
19 subparagraph (A) that if additional exemptions are
20 allowed under Section 15-175 of the Property Tax Code
21 for owners with a household income of less than
22 \$30,000, then the calculation of EAV shall not be
23 affected by the difference, if any, because of those
24 additional exemptions.

25 (B) With respect to any part of an Organizational
26 Unit within a redevelopment project area in respect to

1 which a municipality has adopted tax increment
2 allocation financing pursuant to the Tax Increment
3 Allocation Redevelopment Act, Division 74.4 of Article
4 11 of the Illinois Municipal Code, or the Industrial
5 Jobs Recovery Law, Division 74.6 of Article 11 of the
6 Illinois Municipal Code, no part of the current EAV of
7 real property located in any such project area which is
8 attributable to an increase above the total initial EAV
9 of such property shall be used as part of the EAV of
10 the Organizational Unit, until such time as all
11 redevelopment project costs have been paid, as
12 provided in Section 11-74.4-8 of the Tax Increment
13 Allocation Redevelopment Act or in Section 11-74.6-35
14 of the Industrial Jobs Recovery Law. For the purpose of
15 the EAV of the Organizational Unit, the total initial
16 EAV or the current EAV, whichever is lower, shall be
17 used until such time as all redevelopment project costs
18 have been paid.

19 (B-5) The real property equalized assessed
20 valuation for a school district shall be adjusted by
21 subtracting from the real property value, as equalized
22 or assessed by the Department of Revenue, for the
23 district an amount computed by dividing the amount of
24 any abatement of taxes under Section 18-170 of the
25 Property Tax Code by 3.00% for a district maintaining
26 grades kindergarten through 12, by 2.30% for a district

1 maintaining grades kindergarten through 8, or by 1.05%
2 for a district maintaining grades 9 through 12 and
3 adjusted by an amount computed by dividing the amount
4 of any abatement of taxes under subsection (a) of
5 Section 18-165 of the Property Tax Code by the same
6 percentage rates for district type as specified in this
7 subparagraph (B-5).

8 (C) For Organizational Units that are Hybrid
9 Districts, the State Superintendent shall use the
10 lesser of the adjusted equalized assessed valuation
11 for property within the partial elementary unit
12 district for elementary purposes, as defined in
13 Article 11E of this Code, or the adjusted equalized
14 assessed valuation for property within the partial
15 elementary unit district for high school purposes, as
16 defined in Article 11E of this Code.

17 (4) An Organizational Unit's Adjusted EAV shall be the
18 average of its EAV over the immediately preceding 3 years
19 or its EAV in the immediately preceding year if the EAV in
20 the immediately preceding year has declined by 10% or more
21 compared to the 3-year average. In the event of
22 Organizational Unit reorganization, consolidation, or
23 annexation, the Organizational Unit's Adjusted EAV for the
24 first 3 years after such change shall be as follows: the
25 most current EAV shall be used in the first year, the
26 average of a 2-year EAV or its EAV in the immediately

1 preceding year if the EAV declines by 10% or more compared
2 to the 2-year average for the second year, and a 3-year
3 average EAV or its EAV in the immediately preceding year if
4 the adjusted EAV declines by 10% or more compared to the
5 3-year average for the third year. For any school district
6 whose EAV in the immediately preceding year is used in
7 calculations, in the following year, the Adjusted EAV shall
8 be the average of its EAV over the immediately preceding 2
9 years or the immediately preceding year if that year
10 represents a decline of 10% or more compared to the 2-year
11 average.

12 "PTELL EAV" means a figure calculated by the State
13 Board for Organizational Units subject to PTELL as
14 described in this paragraph (4) for the purposes of
15 calculating an Organizational Unit's Local Capacity Ratio.
16 Except as otherwise provided in this paragraph (4), the
17 PTELL EAV of an Organizational Unit shall be equal to the
18 product of the equalized assessed valuation last used in
19 the calculation of general State aid under Section 18-8.05
20 of this Code (now repealed) or Evidence-Based Funding under
21 this Section and the Organizational Unit's Extension
22 Limitation Ratio. If an Organizational Unit has approved or
23 does approve an increase in its limiting rate, pursuant to
24 Section 18-190 of the Property Tax Code, affecting the Base
25 Tax Year, the PTELL EAV shall be equal to the product of
26 the equalized assessed valuation last used in the

1 calculation of general State aid under Section 18-8.05 of
2 this Code (now repealed) or Evidence-Based Funding under
3 this Section multiplied by an amount equal to one plus the
4 percentage increase, if any, in the Consumer Price Index
5 for All Urban Consumers for all items published by the
6 United States Department of Labor for the 12-month calendar
7 year preceding the Base Tax Year, plus the equalized
8 assessed valuation of new property, annexed property, and
9 recovered tax increment value and minus the equalized
10 assessed valuation of disconnected property.

11 As used in this paragraph (4), "new property" and
12 "recovered tax increment value" shall have the meanings set
13 forth in the Property Tax Extension Limitation Law.

14 (e) Base Funding Minimum calculation.

15 (1) For the 2017-2018 school year, the Base Funding
16 Minimum of an Organizational Unit or a Specially Funded
17 Unit shall be the amount of State funds distributed to the
18 Organizational Unit or Specially Funded Unit during the
19 2016-2017 school year prior to any adjustments and
20 specified appropriation amounts described in this
21 paragraph (1) from the following Sections, as calculated by
22 the State Superintendent: Section 18-8.05 of this Code (now
23 repealed); Section 5 of Article 224 of Public Act 99-524
24 (equity grants); Section 14-7.02b of this Code (funding for
25 children requiring special education services); Section
26 14-13.01 of this Code (special education facilities and

1 staffing), except for reimbursement of the cost of
2 transportation pursuant to Section 14-13.01; Section
3 14C-12 of this Code (English learners); and Section 18-4.3
4 of this Code (summer school), based on an appropriation
5 level of \$13,121,600. For a school district organized under
6 Article 34 of this Code, the Base Funding Minimum also
7 includes (i) the funds allocated to the school district
8 pursuant to Section 1D-1 of this Code attributable to
9 funding programs authorized by the Sections of this Code
10 listed in the preceding sentence; and (ii) the difference
11 between (I) the funds allocated to the school district
12 pursuant to Section 1D-1 of this Code attributable to the
13 funding programs authorized by Section 14-7.02 (non-public
14 special education reimbursement), subsection (b) of
15 Section 14-13.01 (special education transportation),
16 Section 29-5 (transportation), Section 2-3.80
17 (agricultural education), Section 2-3.66 (truants'
18 alternative education), Section 2-3.62 (educational
19 service centers), and Section 14-7.03 (special education -
20 orphanage) of this Code and Section 15 of the Childhood
21 Hunger Relief Act (free breakfast program) and (II) the
22 school district's actual expenditures for its non-public
23 special education, special education transportation,
24 transportation programs, agricultural education, truants'
25 alternative education, services that would otherwise be
26 performed by a regional office of education, special

1 education orphanage expenditures, and free breakfast, as
2 most recently calculated and reported pursuant to
3 subsection (f) of Section 1D-1 of this Code. The Base
4 Funding Minimum for Glenwood Academy shall be \$625,500.

5 (2) For the 2018-2019 and subsequent school years, the
6 Base Funding Minimum of Organizational Units and Specially
7 Funded Units shall be the sum of (i) the amount of
8 Evidence-Based Funding for the prior school year, (ii) the
9 Base Funding Minimum for the prior school year, and (iii)
10 any amount received by a school district pursuant to
11 Section 7 of Article 97 of Public Act 100-21.

12 (f) Percent of Adequacy and Final Resources calculation.

13 (1) The Evidence-Based Funding formula establishes a
14 Percent of Adequacy for each Organizational Unit in order
15 to place such units into tiers for the purposes of the
16 funding distribution system described in subsection (g) of
17 this Section. Initially, an Organizational Unit's
18 Preliminary Resources and Preliminary Percent of Adequacy
19 are calculated pursuant to paragraph (2) of this subsection
20 (f). Then, an Organizational Unit's Final Resources and
21 Final Percent of Adequacy are calculated to account for the
22 Organizational Unit's poverty concentration levels
23 pursuant to paragraphs (3) and (4) of this subsection (f).

24 (2) An Organizational Unit's Preliminary Resources are
25 equal to the sum of its Local Capacity Target, CPPRT, and
26 Base Funding Minimum. An Organizational Unit's Preliminary

1 Percent of Adequacy is the lesser of (i) its Preliminary
2 Resources divided by its Adequacy Target or (ii) 100%.

3 (3) Except for Specially Funded Units, an
4 Organizational Unit's Final Resources are equal the sum of
5 its Local Capacity, CPPRT, and Adjusted Base Funding
6 Minimum. The Base Funding Minimum of each Specially Funded
7 Unit shall serve as its Final Resources, except that the
8 Base Funding Minimum for State-approved charter schools
9 shall not include any portion of general State aid
10 allocated in the prior year based on the per capita tuition
11 charge times the charter school enrollment.

12 (4) An Organizational Unit's Final Percent of Adequacy
13 is its Final Resources divided by its Adequacy Target. An
14 Organizational Unit's Adjusted Base Funding Minimum is
15 equal to its Base Funding Minimum less its Supplemental
16 Grant Funding, with the resulting figure added to the
17 product of its Supplemental Grant Funding and Preliminary
18 Percent of Adequacy.

19 (g) Evidence-Based Funding formula distribution system.

20 (1) In each school year under the Evidence-Based
21 Funding formula, each Organizational Unit receives funding
22 equal to the sum of its Base Funding Minimum and the unit's
23 allocation of New State Funds determined pursuant to this
24 subsection (g). To allocate New State Funds, the
25 Evidence-Based Funding formula distribution system first
26 places all Organizational Units into one of 4 tiers in

1 accordance with paragraph (3) of this subsection (g), based
2 on the Organizational Unit's Final Percent of Adequacy. New
3 State Funds are allocated to each of the 4 tiers as
4 follows: Tier 1 Aggregate Funding equals 50% of all New
5 State Funds, Tier 2 Aggregate Funding equals 49% of all New
6 State Funds, Tier 3 Aggregate Funding equals 0.9% of all
7 New State Funds, and Tier 4 Aggregate Funding equals 0.1%
8 of all New State Funds. Each Organizational Unit within
9 Tier 1 or Tier 2 receives an allocation of New State Funds
10 equal to its tier Funding Gap, as defined in the following
11 sentence, multiplied by the tier's Allocation Rate
12 determined pursuant to paragraph (4) of this subsection
13 (g). For Tier 1, an Organizational Unit's Funding Gap
14 equals the tier's Target Ratio, as specified in paragraph
15 (5) of this subsection (g), multiplied by the
16 Organizational Unit's Adequacy Target, with the resulting
17 amount reduced by the Organizational Unit's Final
18 Resources. For Tier 2, an Organizational Unit's Funding Gap
19 equals the tier's Target Ratio, as described in paragraph
20 (5) of this subsection (g), multiplied by the
21 Organizational Unit's Adequacy Target, with the resulting
22 amount reduced by the Organizational Unit's Final
23 Resources and its Tier 1 funding allocation. To determine
24 the Organizational Unit's Funding Gap, the resulting
25 amount is then multiplied by a factor equal to one minus
26 the Organizational Unit's Local Capacity Target

1 percentage. Each Organizational Unit within Tier 3 or Tier
2 4 receives an allocation of New State Funds equal to the
3 product of its Adequacy Target and the tier's Allocation
4 Rate, as specified in paragraph (4) of this subsection (g).

5 (2) To ensure equitable distribution of dollars for all
6 Tier 2 Organizational Units, no Tier 2 Organizational Unit
7 shall receive fewer dollars per ASE than any Tier 3
8 Organizational Unit. Each Tier 2 and Tier 3 Organizational
9 Unit shall have its funding allocation divided by its ASE.
10 Any Tier 2 Organizational Unit with a funding allocation
11 per ASE below the greatest Tier 3 allocation per ASE shall
12 get a funding allocation equal to the greatest Tier 3
13 funding allocation per ASE multiplied by the
14 Organizational Unit's ASE. Each Tier 2 Organizational
15 Unit's Tier 2 funding allocation shall be multiplied by the
16 percentage calculated by dividing the original Tier 2
17 Aggregate Funding by the sum of all Tier 2 Organizational
18 Unit's Tier 2 funding allocation after adjusting
19 districts' funding below Tier 3 levels.

20 (3) Organizational Units are placed into one of 4 tiers
21 as follows:

22 (A) Tier 1 consists of all Organizational Units,
23 except for Specially Funded Units, with a Percent of
24 Adequacy less than the Tier 1 Target Ratio. The Tier 1
25 Target Ratio is the ratio level that allows for Tier 1
26 Aggregate Funding to be distributed, with the Tier 1

1 Allocation Rate determined pursuant to paragraph (4)
2 of this subsection (g).

3 (B) Tier 2 consists of all Tier 1 Units and all
4 other Organizational Units, except for Specially
5 Funded Units, with a Percent of Adequacy of less than
6 0.90.

7 (C) Tier 3 consists of all Organizational Units,
8 except for Specially Funded Units, with a Percent of
9 Adequacy of at least 0.90 and less than 1.0.

10 (D) Tier 4 consists of all Organizational Units
11 with a Percent of Adequacy of at least 1.0.

12 (4) The Allocation Rates for Tiers 1 through 4 is
13 determined as follows:

14 (A) The Tier 1 Allocation Rate is 30%.

15 (B) The Tier 2 Allocation Rate is the result of the
16 following equation: Tier 2 Aggregate Funding, divided
17 by the sum of the Funding Gaps for all Tier 2
18 Organizational Units, unless the result of such
19 equation is higher than 1.0. If the result of such
20 equation is higher than 1.0, then the Tier 2 Allocation
21 Rate is 1.0.

22 (C) The Tier 3 Allocation Rate is the result of the
23 following equation: Tier 3 Aggregate Funding, divided
24 by the sum of the Adequacy Targets of all Tier 3
25 Organizational Units.

26 (D) The Tier 4 Allocation Rate is the result of the

1 following equation: Tier 4 Aggregate Funding, divided
2 by the sum of the Adequacy Targets of all Tier 4
3 Organizational Units.

4 (5) A tier's Target Ratio is determined as follows:

5 (A) The Tier 1 Target Ratio is the ratio level that
6 allows for Tier 1 Aggregate Funding to be distributed
7 with the Tier 1 Allocation Rate.

8 (B) The Tier 2 Target Ratio is 0.90.

9 (C) The Tier 3 Target Ratio is 1.0.

10 (6) If, at any point, the Tier 1 Target Ratio is
11 greater than 90%, than all Tier 1 funding shall be
12 allocated to Tier 2 and no Tier 1 Organizational Unit's
13 funding may be identified.

14 (7) In the event that all Tier 2 Organizational Units
15 receive funding at the Tier 2 Target Ratio level, any
16 remaining New State Funds shall be allocated to Tier 3 and
17 Tier 4 Organizational Units.

18 (8) If any Specially Funded Units, excluding Glenwood
19 Academy, recognized by the State Board do not qualify for
20 direct funding following the implementation of this
21 amendatory Act of the 100th General Assembly from any of
22 the funding sources included within the definition of Base
23 Funding Minimum, the unqualified portion of the Base
24 Funding Minimum shall be transferred to one or more
25 appropriate Organizational Units as determined by the
26 State Superintendent based on the prior year ASE of the

1 Organizational Units.

2 (8.5) If a school district withdraws from a special
3 education cooperative, the portion of the Base Funding
4 Minimum that is attributable to the school district may be
5 redistributed to the school district upon withdrawal. The
6 school district and the cooperative must include the amount
7 of the Base Funding Minimum that is to be re-apportioned in
8 their withdrawal agreement and notify the State Board of
9 the change with a copy of the agreement upon withdrawal.

10 (9) The Minimum Funding Level is intended to establish
11 a target for State funding that will keep pace with
12 inflation and continue to advance equity through the
13 Evidence-Based Funding formula. The target for State
14 funding of New Property Tax Relief Pool Funds is
15 \$50,000,000 for State fiscal year 2019 and subsequent State
16 fiscal years. The Minimum Funding Level is equal to
17 \$350,000,000. In addition to any New State Funds, no more
18 than \$50,000,000 New Property Tax Relief Pool Funds may be
19 counted towards the Minimum Funding Level. If the sum of
20 New State Funds and applicable New Property Tax Relief Pool
21 Funds are less than the Minimum Funding Level, than funding
22 for tiers shall be reduced in the following manner:

23 (A) First, Tier 4 funding shall be reduced by an
24 amount equal to the difference between the Minimum
25 Funding Level and New State Funds until such time as
26 Tier 4 funding is exhausted.

1 (B) Next, Tier 3 funding shall be reduced by an
2 amount equal to the difference between the Minimum
3 Funding Level and New State Funds and the reduction in
4 Tier 4 funding until such time as Tier 3 funding is
5 exhausted.

6 (C) Next, Tier 2 funding shall be reduced by an
7 amount equal to the difference between the Minimum
8 Funding level and new State Funds and the reduction
9 Tier 4 and Tier 3.

10 (D) Finally, Tier 1 funding shall be reduced by an
11 amount equal to the difference between the Minimum
12 Funding level and New State Funds and the reduction in
13 Tier 2, 3, and 4 funding. In addition, the Allocation
14 Rate for Tier 1 shall be reduced to a percentage equal
15 to the Tier 1 allocation rate set by paragraph (4) of
16 this subsection (g), multiplied by the result of New
17 State Funds divided by the Minimum Funding Level.

18 (9.5) For State fiscal year 2019 and subsequent State
19 fiscal years, if New State Funds exceed \$300,000,000, then
20 any amount in excess of \$300,000,000 shall be dedicated for
21 purposes of Section 2-3.170 of this Code up to a maximum of
22 \$50,000,000.

23 (10) In the event of a decrease in the amount of the
24 appropriation for this Section in any fiscal year after
25 implementation of this Section, the Organizational Units
26 receiving Tier 1 and Tier 2 funding, as determined under

1 paragraph (3) of this subsection (g), shall be held
2 harmless by establishing a Base Funding Guarantee equal to
3 the per pupil kindergarten through grade 12 funding
4 received in accordance with this Section in the prior
5 fiscal year. Reductions shall be made to the Base Funding
6 Minimum of Organizational Units in Tier 3 and Tier 4 on a
7 per pupil basis equivalent to the total number of the ASE
8 in Tier 3-funded and Tier 4-funded Organizational Units
9 divided by the total reduction in State funding. The Base
10 Funding Minimum as reduced shall continue to be applied to
11 Tier 3 and Tier 4 Organizational Units and adjusted by the
12 relative formula when increases in appropriations for this
13 Section resume. In no event may State funding reductions to
14 Organizational Units in Tier 3 or Tier 4 exceed an amount
15 that would be less than the Base Funding Minimum
16 established in the first year of implementation of this
17 Section. If additional reductions are required, all school
18 districts shall receive a reduction by a per pupil amount
19 equal to the aggregate additional appropriation reduction
20 divided by the total ASE of all Organizational Units.

21 (11) The State Superintendent shall make minor
22 adjustments to the distribution formula set forth in this
23 subsection (g) to account for the rounding of percentages
24 to the nearest tenth of a percentage and dollar amounts to
25 the nearest whole dollar.

26 (h) State Superintendent administration of funding and

1 district submission requirements.

2 (1) The State Superintendent shall, in accordance with
3 appropriations made by the General Assembly, meet the
4 funding obligations created under this Section.

5 (2) The State Superintendent shall calculate the
6 Adequacy Target for each Organizational Unit and Net State
7 Contribution Target for each Organizational Unit under
8 this Section. The State Superintendent shall also certify
9 the actual amounts of the New State Funds payable for each
10 eligible Organizational Unit based on the equitable
11 distribution calculation to the unit's treasurer, as soon
12 as possible after such amounts are calculated, including
13 any applicable adjusted charge-off increase. No
14 Evidence-Based Funding shall be distributed within an
15 Organizational Unit without the approval of the unit's
16 school board.

17 (3) Annually, the State Superintendent shall calculate
18 and report to each Organizational Unit the unit's aggregate
19 financial adequacy amount, which shall be the sum of the
20 Adequacy Target for each Organizational Unit. The State
21 Superintendent shall calculate and report separately for
22 each Organizational Unit the unit's total State funds
23 allocated for its students with disabilities. The State
24 Superintendent shall calculate and report separately for
25 each Organizational Unit the amount of funding and
26 applicable FTE calculated for each Essential Element of the

1 unit's Adequacy Target.

2 (4) Annually, the State Superintendent shall calculate
3 and report to each Organizational Unit the amount the unit
4 must expend on special education and bilingual education
5 and computer technology and equipment for Organizational
6 Units assigned to Tier 1 or Tier 2 that received an
7 additional \$285.50 per student computer technology and
8 equipment investment grant to their Adequacy Target
9 pursuant to the unit's Base Funding Minimum, Special
10 Education Allocation, Bilingual Education Allocation, and
11 computer technology and equipment investment allocation.

12 (5) Moneys distributed under this Section shall be
13 calculated on a school year basis, but paid on a fiscal
14 year basis, with payments beginning in August and extending
15 through June. Unless otherwise provided, the moneys
16 appropriated for each fiscal year shall be distributed in
17 22 equal payments at least 2 times monthly to each
18 Organizational Unit. The State Board shall publish a yearly
19 distribution schedule at its meeting in June. If moneys
20 appropriated for any fiscal year are distributed other than
21 monthly, the distribution shall be on the same basis for
22 each Organizational Unit.

23 (6) Any school district that fails, for any given
24 school year, to maintain school as required by law or to
25 maintain a recognized school is not eligible to receive
26 Evidence-Based Funding. In case of non-recognition of one

1 or more attendance centers in a school district otherwise
2 operating recognized schools, the claim of the district
3 shall be reduced in the proportion that the enrollment in
4 the attendance center or centers bears to the enrollment of
5 the school district. "Recognized school" means any public
6 school that meets the standards for recognition by the
7 State Board. A school district or attendance center not
8 having recognition status at the end of a school term is
9 entitled to receive State aid payments due upon a legal
10 claim that was filed while it was recognized.

11 (7) School district claims filed under this Section are
12 subject to Sections 18-9 and 18-12 of this Code, except as
13 otherwise provided in this Section.

14 (8) Each fiscal year, the State Superintendent shall
15 calculate for each Organizational Unit an amount of its
16 Base Funding Minimum and Evidence-Based Funding that shall
17 be deemed attributable to the provision of special
18 educational facilities and services, as defined in Section
19 14-1.08 of this Code, in a manner that ensures compliance
20 with maintenance of State financial support requirements
21 under the federal Individuals with Disabilities Education
22 Act. An Organizational Unit must use such funds only for
23 the provision of special educational facilities and
24 services, as defined in Section 14-1.08 of this Code, and
25 must comply with any expenditure verification procedures
26 adopted by the State Board.

1 (9) All Organizational Units in this State must submit
2 annual spending plans by the end of September of each year
3 to the State Board as part of the annual budget process,
4 which shall describe how each Organizational Unit will
5 utilize the Base Minimum Funding and Evidence-Based
6 funding it receives from this State under this Section with
7 specific identification of the intended utilization of
8 Low-Income, English learner, and special education
9 resources. Additionally, the annual spending plans of each
10 Organizational Unit shall describe how the Organizational
11 Unit expects to achieve student growth and how the
12 Organizational Unit will achieve State education goals, as
13 defined by the State Board. The State Superintendent may,
14 from time to time, identify additional requisites for
15 Organizational Units to satisfy when compiling the annual
16 spending plans required under this subsection (h). The
17 format and scope of annual spending plans shall be
18 developed by the State Superintendent in conjunction with
19 the Professional Review Panel. School districts that serve
20 students under Article 14C of this Code shall continue to
21 submit information as required under Section 14C-12 of this
22 Code.

23 (10) No later than January 1, 2018, the State
24 Superintendent shall develop a 5-year strategic plan for
25 all Organizational Units to help in planning for adequacy
26 funding under this Section. The State Superintendent shall

1 submit the plan to the Governor and the General Assembly,
2 as provided in Section 3.1 of the General Assembly
3 Organization Act. The plan shall include recommendations
4 for:

5 (A) a framework for collaborative, professional,
6 innovative, and 21st century learning environments
7 using the Evidence-Based Funding model;

8 (B) ways to prepare and support this State's
9 educators for successful instructional careers;

10 (C) application and enhancement of the current
11 financial accountability measures, the approved State
12 plan to comply with the federal Every Student Succeeds
13 Act, and the Illinois Balanced Accountability Measures
14 in relation to student growth and elements of the
15 Evidence-Based Funding model; and

16 (D) implementation of an effective school adequacy
17 funding system based on projected and recommended
18 funding levels from the General Assembly.

19 (i) Professional Review Panel.

20 (1) A Professional Review Panel is created to study and
21 review the implementation and effect of the Evidence-Based
22 Funding model under this Section and to recommend continual
23 recalibration and future study topics and modifications to
24 the Evidence-Based Funding model. The Panel shall elect a
25 chairperson and vice chairperson by a majority vote of the
26 Panel and shall advance recommendations based on a majority

1 vote of the Panel. A minority opinion may also accompany
2 any recommendation of the majority of the Panel. The Panel
3 shall be appointed by the State Superintendent, except as
4 otherwise provided in paragraph (2) of this subsection (i)
5 and include the following members:

6 (A) Two appointees that represent district
7 superintendents, recommended by a statewide
8 organization that represents district superintendents.

9 (B) Two appointees that represent school boards,
10 recommended by a statewide organization that
11 represents school boards.

12 (C) Two appointees from districts that represent
13 school business officials, recommended by a statewide
14 organization that represents school business
15 officials.

16 (D) Two appointees that represent school
17 principals, recommended by a statewide organization
18 that represents school principals.

19 (E) Two appointees that represent teachers,
20 recommended by a statewide organization that
21 represents teachers.

22 (F) Two appointees that represent teachers,
23 recommended by another statewide organization that
24 represents teachers.

25 (G) Two appointees that represent regional
26 superintendents of schools, recommended by

1 organizations that represent regional superintendents.

2 (H) Two independent experts selected solely by the
3 State Superintendent.

4 (I) Two independent experts recommended by public
5 universities in this State.

6 (J) One member recommended by a statewide
7 organization that represents parents.

8 (K) Two representatives recommended by collective
9 impact organizations that represent major metropolitan
10 areas or geographic areas in Illinois.

11 (L) One member from a statewide organization
12 focused on research-based education policy to support
13 a school system that prepares all students for college,
14 a career, and democratic citizenship.

15 (M) One representative from a school district
16 organized under Article 34 of this Code.

17 The State Superintendent shall ensure that the
18 membership of the Panel includes representatives from
19 school districts and communities reflecting the
20 geographic, socio-economic, racial, and ethnic diversity
21 of this State. The State Superintendent shall additionally
22 ensure that the membership of the Panel includes
23 representatives with expertise in bilingual education and
24 special education. Staff from the State Board shall staff
25 the Panel.

26 (2) In addition to those Panel members appointed by the

1 State Superintendent, 4 members of the General Assembly
2 shall be appointed as follows: one member of the House of
3 Representatives appointed by the Speaker of the House of
4 Representatives, one member of the Senate appointed by the
5 President of the Senate, one member of the House of
6 Representatives appointed by the Minority Leader of the
7 House of Representatives, and one member of the Senate
8 appointed by the Minority Leader of the Senate. There shall
9 be one additional member appointed by the Governor. All
10 members appointed by legislative leaders or the Governor
11 shall be non-voting, ex officio members.

12 (3) On an annual basis, the State Superintendent shall
13 recalibrate the following per pupil elements of the
14 Adequacy Target and applied to the formulas, based on the
15 Panel's study of average expenses as reported in the most
16 recent annual financial report:

17 (A) gifted under subparagraph (M) of paragraph (2)
18 of subsection (b) of this Section;

19 (B) instructional materials under subparagraph (O)
20 of paragraph (2) of subsection (b) of this Section;

21 (C) assessment under subparagraph (P) of paragraph
22 (2) of subsection (b) of this Section;

23 (D) student activities under subparagraph (R) of
24 paragraph (2) of subsection (b) of this Section;

25 (E) maintenance and operations under subparagraph
26 (S) of paragraph (2) of subsection (b) of this Section;

1 and

2 (F) central office under subparagraph (T) of
3 paragraph (2) of subsection (b) of this Section.

4 (4) On a periodic basis, the Panel shall study all the
5 following elements and make recommendations to the State
6 Board, the General Assembly, and the Governor for
7 modification of this Section:

8 (A) The format and scope of annual spending plans
9 referenced in paragraph (9) of subsection (h) of this
10 Section.

11 (B) The Comparable Wage Index under this Section,
12 to be studied by the Panel and reestablished by the
13 State Superintendent every 5 years.

14 (C) Maintenance and operations. Within 5 years
15 after the implementation of this Section, the Panel
16 shall make recommendations for the further study of
17 maintenance and operations costs, including capital
18 maintenance costs, and recommend any additional
19 reporting data required from Organizational Units.

20 (D) "At-risk student" definition. Within 5 years
21 after the implementation of this Section, the Panel
22 shall make recommendations for the further study and
23 determination of an "at-risk student" definition.
24 Within 5 years after the implementation of this
25 Section, the Panel shall evaluate and make
26 recommendations regarding adequate funding for poverty

1 concentration under the Evidence-Based Funding model.

2 (E) Benefits. Within 5 years after the
3 implementation of this Section, the Panel shall make
4 recommendations for further study of benefit costs.

5 (F) Technology. The per pupil target for
6 technology shall be reviewed every 3 years to determine
7 whether current allocations are sufficient to develop
8 21st century learning in all classrooms in this State
9 and supporting a one-to-one technological device
10 program in each school. Recommendations shall be made
11 no later than 3 years after the implementation of this
12 Section.

13 (G) Local Capacity Target. Within 3 years after the
14 implementation of this Section, the Panel shall make
15 recommendations for any additional data desired to
16 analyze possible modifications to the Local Capacity
17 Target, to be based on measures in addition to solely
18 EAV and to be completed within 5 years after
19 implementation of this Section.

20 (H) Funding for Alternative Schools, Laboratory
21 Schools, safe schools, and alternative learning
22 opportunities programs. By the beginning of the
23 2021-2022 school year, the Panel shall study and make
24 recommendations regarding the funding levels for
25 Alternative Schools, Laboratory Schools, safe schools,
26 and alternative learning opportunities programs in

1 this State.

2 (I) Funding for college and career acceleration
3 strategies. By the beginning of the 2021-2022 school
4 year, the Panel shall study and make recommendations
5 regarding funding levels to support college and career
6 acceleration strategies in high school that have been
7 demonstrated to result in improved secondary and
8 postsecondary outcomes, including Advanced Placement,
9 dual-credit opportunities, and college and career
10 pathway systems.

11 (J) Special education investments. By the
12 beginning of the 2021-2022 school year, the Panel shall
13 study and make recommendations on whether and how to
14 account for disability types within the special
15 education funding category.

16 (K) Early childhood investments. In collaboration
17 with the Illinois Early Learning Council, the Panel
18 shall include an analysis of what level of Preschool
19 for All Children funding would be necessary to serve
20 all children ages 0 through 5 years in the
21 highest-priority service tier, as specified in
22 paragraph (4.5) of subsection (a) of Section 2-3.71 of
23 this Code, and an analysis of the potential cost
24 savings that that level of Preschool for All Children
25 investment would have on the kindergarten through
26 grade 12 system.

1 (5) Within 5 years after the implementation of this
2 Section, the Panel shall complete an evaluative study of
3 the entire Evidence-Based Funding model, including an
4 assessment of whether or not the formula is achieving State
5 goals. The Panel shall report to the State Board, the
6 General Assembly, and the Governor on the findings of the
7 study.

8 (6) Within 3 years after the implementation of this
9 Section, the Panel shall evaluate and provide
10 recommendations to the Governor and the General Assembly on
11 the hold-harmless provisions of this Section found in the
12 Base Funding Minimum.

13 (j) References. Beginning July 1, 2017, references in other
14 laws to general State aid funds or calculations under Section
15 18-8.05 of this Code (now repealed) shall be deemed to be
16 references to evidence-based model formula funds or
17 calculations under this Section.

18 (Source: P.A. 100-465, eff. 8-31-17; 100-578, eff. 1-31-18;
19 100-582, eff. 3-23-18.)

20 (105 ILCS 5/24-1) (from Ch. 122, par. 24-1)

21 Sec. 24-1. Appointment-Salaries-Payment-School
22 month-School term.→ School boards shall appoint all teachers,
23 determine qualifications of employment and fix the amount of
24 their salaries subject to limitation set forth in this Code
25 ~~Act~~. They shall pay the wages of teachers monthly, subject,

1 however, to the provisions of Section 24-21. The school month
2 shall be the same as the calendar month but by resolution the
3 school board may adopt for its use a month of 20 days,
4 including holidays. The school term shall consist of at least
5 the minimum number of pupil attendance days or minimum number
6 of instructional clock hours required by Section 10-19, any
7 additional legal school holidays, days of teachers'
8 institutes, or equivalent professional educational
9 experiences, and one or 2 ~~two~~ days at the beginning of the
10 school term when used as a teachers' workshop.

11 (Source: P.A. 80-249.)